

# Childminder report

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Inspection date: 30 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children and babies settle quickly in the childminder's nurturing home. They feel safe and secure and confidently engage in play activities with the childminder. Older children are eager to show visitors the exciting activities they are playing with. For instance, they demonstrate how to use tweezers to pick up coloured shapes before placing them in a jar. Children develop their hand-to-eye coordination as they practise their fine motor skills.

Daily routines support children to know what happens next throughout the day. For example, children help to tidy up the toys and know that they need to wash their hands before having something to eat. Older children explain the importance of washing their hands. They understand what could happen if they do not remove the germs.

At snack time, the children talk about their favourite fruits. They are learning to be independent as they take on challenges. For instance, babies are starting to use spoons to feed themselves. Older children peel citrus fruits before pulling the segments apart ready to eat. The childminder makes positive use of praise to encourage the children to have a go and do things for themselves. Children develop an understanding of how to make healthy choices as they practise life skills.

## What does the early years setting do well and what does it need to do better?

- Outside play is important to the childminder. She makes sure that children have daily opportunities to go outdoors to exercise in all weathers. For instance, they go to the park to use large play equipment to develop their muscle strength. The children particularly enjoy going to visit the forest school. The childminder regularly talks to the children about how to keep themselves safe. For example, she reminds them about not going near the hot firepit. Children develop an interest in nature and learn about the world around them.
- The childminder has established positive relationships with parents and professionals at other settings children attend. This helps to ensure that children receive continuity of care and learning. Parents speak highly of the childminder and say that they like the daily updates about the activities and outings their children have taken part in.
- Children are developing their social skills. Their behaviour is good and appropriate for their stage of development. The childminder talks to children about their emotions and how they are feeling. Older children are kind to their friends. For instance, they hand a rainmaker to the baby to make sure that they can join in with the activity.
- The childminder has high expectations for children's learning. She incorporates

mathematical language into all aspects of children's play. For instance, she counts with the children as they fill the basket with food in the play kitchen. The children enjoy playing with cars and the recycling lorry as they engage in role play with their friends. However, the childminder is not fully effective in enabling children to extend their imagination through open-ended play.

- The childminder makes good use of children's individual interests and their next steps in learning to plan her curriculum. She provides a good range of adult-led activities. For instance, older children enjoy painting cardboard hands and are learning the names of different colours. However, during focused activities, the childminder is not sufficiently organised to ensure that younger children are not waiting for activities to start. As a result, they are not as actively involved in adult-led activities as their older peers.
- Professional development is important to the childminder. She has a strong focus on developing her own practice to improve outcomes for children. For instance, she has recently updated her paediatric first-aid certificate and regularly meets up with other early years professionals to share ideas and best practice.
- The childminder makes strong use of song time to reinforce words with actions. She introduces new vocabulary as the children join in singing action songs with her. For example, the children rotate their arms forward and then back as they sing a song about a bobbin. The childminder makes strong use of repetition to help children hear the correct pronunciation of words as they sing the songs. She supports children's communication and language skills effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs to be aware of that might indicate a child is at risk of harm. These include issues such as domestic violence and being alert to extreme views and beliefs. The childminder has secure procedures in place to report any concerns that may suggest a child is at risk of harm. She completes safeguarding training to help her keep her knowledge up to date. The childminder carries out thorough risk assessments. She is fully aware of the importance of constantly supervising and being vigilant to ensure that she always maintains children's safety and welfare.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- extend opportunities for children to develop their imaginative skills
- review how focused activities are organised, to ensure that younger children are fully included.

## Setting details

<b>Unique reference number</b>	EY389612
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263865
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Wye, near Ashford, Kent. She operates for most of the year from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for four-year-old children.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the childminder's interactions with the children and spoke to the childminder and children at appropriate times during the inspection.
- The inspector read letters of reference from parents and took account of their views of the service they receive from the childminder.
- The childminder and the inspector discussed the learning taking place during an adult-led activity.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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